

DEPARTMENT OF CURRICULUM AND INSTRUCTION NEWSLETTER  
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## JOHNSON TO RECEIVE 2018 ALAN PURVES AWARD



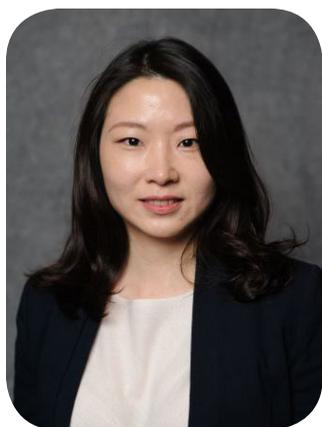
Dr. Latrise P. Johnson is the co-winner of the 2018 Alan Purves Award for her article, “Writing the self: Black queer youth challenge heteronormative ways of being in an afterschool club,” appearing in *Research in the Teaching of English*.

The Purves Award recognizes one article from the previous year’s volume judged as likely to have the greatest impact on educational practice. The award committee notes Johnson’s article as “an outstanding example of examining what happens when educators create inquiry spaces that honor the experiences and knowledge of Black queer youth—where youth get to author their selves in contrast to and interruption of the discourses of ‘appropriateness’ that perpetuate heteronormativity, exclusion, and harassment.”

Further, the Committee added that “the practices of the afternoon [writing] club, and the writing of the youth, offer important ways forward for teachers and school leaders, inviting them to question and rethink schooling as usual. Dr. Johnson models the interrelationship between research and practice in the collaboration with the school—her involvement, knowledge, and perspective is crucial to creating a more inclusive, culturally relevant, and transformative schooling experience for the youth in her study. Educators can not only learn from the writing of the youth and the practices of the club, but also about how school partnerships might be reimaged to create safer spaces for inquiry and community.”

This award will be presented to Johnson at the National Council of Teachers of English Research Awards Session during the Annual Convention in Houston, Texas, this November.

## UA RECEIVES NSF GRANT TO PROVIDE PROFESSIONAL DEVELOPMENT TO ELEMENTARY TEACHERS



Dr. Jee Kyung Suh will serve as principal investigator on a grant from the National Science Foundation's (NSF) Discovery Research K-12 program to provide 150 third and fifth grade teachers in Alabama (n=50) and Iowa (n=100) with a three-year professional development

program that aims to assist teachers in developing adaptive expertise. Through implementation of an argument-

based inquiry approach focused on the development of adaptiveness, teachers will be supported as they shift their expertise from routine to adaptive. Providing a total of \$571,118 sub-awarded to The University of Alabama with an expected total award of \$2,884,239 over four years to University of Iowa and to UA, this project will improve STEM education immediately and over the long-term by providing a framework to help educate all science teachers—in-service and pre-service—which will in turn promote richer development of scientifically literate citizens. Dr. Jee Kyung Suh will collaborate with faculty at the University of Iowa.

## YAZAN PUBLISHES BOOK (IN)EQUITY IN THE FIELD OF ENGLISH LANGUAGE TEACHING



Yazan, B., & Rudolph, N. (2018). *Criticality, teacher identity, and (in)equality in English language teaching: Issues and implications*. Springer.

This edited volume, envisioned through a postmodern and poststructural lens,

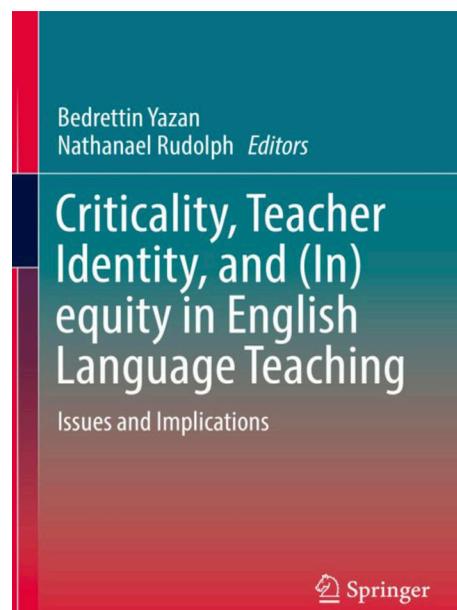
represents an effort to destabilize the normalized “assumption” in the discursive field of English language teaching (ELT) critically-oriented and otherwise. The assumption is that identity, experience, privilege-marginalization, (in)equality, and interaction, can and should be apprehended and attended to via categories embedded within binaries (e.g., native/non-native speaker teachers). The volume provides space for authors and readers alike to explore fluidly critical-practical approaches to identity, experiences, (in)equality, and interaction

envisioned through and beyond binaries, and to examine the implications that such approaches hold for attending of the contextualized complexity of identity and interaction, in and beyond

the classroom. The volume additionally serves to prompt criticality in ELT towards reflexivity, conceptual clarity and congruence, and dialogue.

Its electronic copy is available to download through The University of Alabama libraries:

<https://www.springer.com/us/book/9783319729190>



## C&I WELCOMES NEW FACULTY



**Dr. Todd Hutner** graduated in 2015 from the University of Texas at Austin where he began his career in higher education as a research associate and clinical faculty member. He later served as Assistant Director for Research-Practitioner Partnerships in the

University's Center for STEM Education. Hutner joined the College's faculty as an Assistant Professor in Secondary Science. His current research explores the choices teachers making while planning, teaching, and assessing science and the reasons underlying those choices. He looks forward to working with the faculty and students and the teachers and educational leaders working in local schools.



**Dr. Cailin Kerch** graduated from the University of Alabama at Birmingham in 2018 with a Ph.D. in Early Childhood Education. Over the past decade, Kerch has contributed to the field of education by serving as a teacher (2008-2012),

as Dean of Students for the Allentown School District in Pennsylvania (2011), and as Educational Instructor and Consultant for UAB's Department of Education and Highlands Child Development Center (2015-present). Kerch joins the UA as a Clinical Assistant Professor.



**Dr. Evthokia Stephanie Saclarides** is Assistant Professor of Elementary Mathematics Education. A graduate of the University of Illinois at Urbana-Champaign in 2018, Saclarides's professional experiences include teaching in the Osborn School

District for five years and serving as an instructional coach for one. Through her research, Saclarides aims to better understand how instructional coaches support individuals and groups of teachers to enact high-quality mathematics instruction for all students. Her past awards include the prestigious Graduate College Dissertation Fellowship from the University of Illinois at Urbana-Champaign as well as the Max Beberman Award. She looks forward to partnering with local instructional coaches to advance her research agenda as well as teaching undergraduate and graduate courses.



## C&I CELEBRATES PROMOTIONS AND RETIREMENTS



**Dr. Cory Callahan** is a graduate of Auburn University, who taught social studies to secondary students for 14 years before becoming a teacher-educator in 2012. Since coming to UA in 2014, Callahan has taught a range of classes including

courses such as *Advanced Teaching of Secondary Social Science, Research and Theory in Secondary Education*, and *Topical Research Review*. He is a past recipient of a National Technology Leadership Initiative Fellows Award, a Jacobs Educator Award, and a Gilder Lehrman's Alabama History Teacher of the Year Award. Callahan was promoted to the position of Associate Professor of Secondary Social Studies Education.



**Dr. Latrise Johnson** has been promoted to the position of Associate Professor of Secondary Education Language Arts and Literacy. Before becoming a teacher-educator, Johnson taught language arts for six years

in the Atlanta Public Schools System. Since graduating from Emory University in 2012. Recently, Johnson was declared the co-winner of the 2018 Alan Purves Award for her article, "Writing the self: Black queer youth challenge heteronormative ways of being in an afterschool club," appearing in the August 2017 issue of *Research in the Teaching of English* (volume 52, issue 1). Her ongoing research interests include problem posing with/in school



**Dr. Lee Freeman** (pictured far right) began his teaching career in the Tuscaloosa City Schools System where he co-created the first inclusive/multi-age class groupings in the state of Alabama before joining UA's faculty in 2003. He has been awarded status as Clinical Professor Emeritus for elementary education. Formerly, he served as Program Coordinator for Elementary/Early Childhood Education. His research interests include early literacy, childhood literacy practices, integration of curricula, and pre-service

teacher supervision. He has taught multiple courses for the University. Freeman is described by students as "challenging but caring" and "dedicated to our success". Colleagues describe Freeman as "dependable and caring", "humorous," and "passionate about the field of education". In 2009 and 2017, he was nominated by students for the Last Lecture Award and was a nominee in 2014 for the Nellie Rose McCrory Faculty Excellence Award. In 2015, Freeman received the Ross W. Palmer Service to Students Award. Over the years, Freeman has participated in numerous conferences, presentations, and research projects. Earlier this year, Drs. Freeman and Elizabeth Wilson were invited to present at the American Association of Colleges for Teacher Education conference. Their presentation, titled *AACTE Gallery: The Clinical Master Teacher Model*, highlighted the successful clinical master teacher program at UA to both a national and international audience. Dr. Freeman has always been highly involved in service to the local community. He recently took part in presenting during professional development at Skyland

Elementary School and has served as the faculty advisor for Kappa Delta Pi since 2015. When asked about his retirement plans, Freeman says he hopes to adjunct teach at UA which he is currently doing, to complete authoring a book on caregiving for loved ones with dementia, and to keep up with friends and former students via social media and get-togethers.

**Dr. Craig Shwery** (pictured far left), Associate Professor Emeritus in the Department of Elementary Education and past Director of The Office for International Programs at The University, has been a part of UA's faculty since 2013. Shwery's research interests include alternate assessments, self-regulatory learning, brain-based learning research,

teacher change research, content area reading, and thinking dispositions research. Shwery has taught a multitude of elementary education as well as coursework reaching across the elementary and secondary programs, during his time at UA. For several years, beginning in 2002, he Chaired the elementary Practitioners Advisory Board whose members included Clinical Master Teachers, practica faculty and staff, all faculty in the Elementary Education Programs, and teacher candidate representatives from Semester II and III. Additionally, Shwery co-designed the Teacher Education Program interview rubric and supervised practica candidates in the field.

## ALUMNI SPOTLIGHT

**Ms. Emily Grote**, a third-year elementary teacher was chosen for The 2018 University of Alabama Alumni Beginning Teacher Award in recognition of her outstanding and student-centered teaching practices. According to one colleague, Grote is an inspirational and respected leader who brings innovation, enthusiasm, and an unwavering dedication to her students' success to the classroom. As noted by one of Grote's previous UA professors, she has always demonstrated a strong commitment to helping students in challenging situations and using their interests to drive her instruction.

An example of Grote's dedication can be found in the Breakfast Club she started to provide an opportunity for students and parents to join her via a standing invitation at the McDonalds adjacent to their apartments. This outreach has allowed Grote to build a relationship with families in an informal setting outside the walls of the school. To quote one UA professor, "The field of education needs someone like Emily Grote, who is fighting for those students that others have failed. She is a champion for students and for education. She is an advocate for those who need

advocating. She is the epitome of what it means to teach."

Grote graduated Magna Cum Laude as an Honors College Graduate from The University of Alabama in 2016. Currently, she is a second-grade teacher and serves

as Grade Level Chairperson. Her philosophy of education states: "I believe that all students have numerous talents and abilities that will lead them to success. I believe that it is my job as an educator to help students discover these talents by making creativity, engagement, and rigor the foundation of my classroom".

